Raising Attainment in Reading Primary 4 - 7

Kilbarchan Primary

Julie Paterson
Literacy & Development Officer

We are **fair**, We are **helpful**, We are great **collaborators**, We value **learning**

Renfrewshire Council

Aims

- To consider a range of evidence-based approaches to teaching reading across P4-7

- To review resources that can support effective reading pedagogy, reading at home and reading for enjoyment

- To consider the structure of reading lessons to ensure effective differentiation

- To consider a progressive, coherent approach to reading development

Kilbarchan Primary SIP - Session 2023/24

Improvement Priority

To raise attainment in reading through the application of skills across all literacy domains.
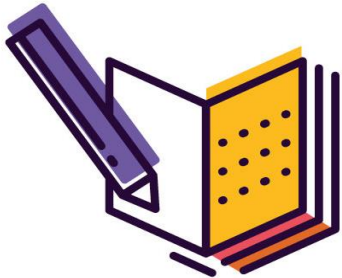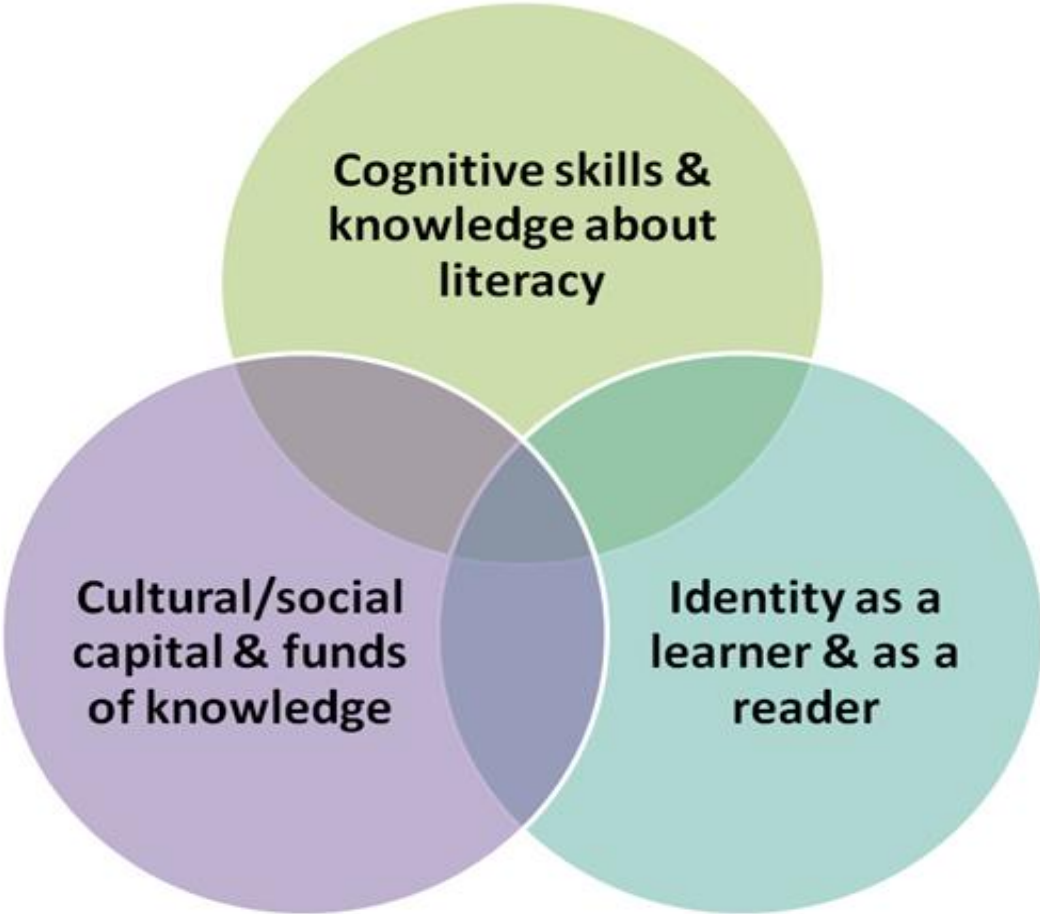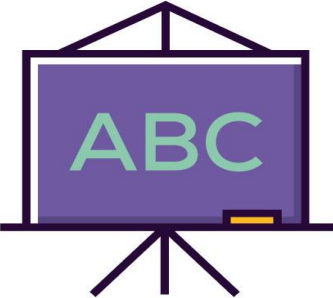
Rationale for Change

ACEL reading data shows a need for universal measures to support reading across the school. In addition, ACEL data demonstrates a need to provide targeted support to identified pupils in all year groups. Analysis of previous academic year data shows a slight dip in Reading performance.

Children Do NOT Outgrow Reading Difficulties

A child who is a poor reader at the end of first grade has an almost 90% chance of remaining a poor reader at the end of Grade 4 (Juel, 1988) and at least a 75% chance of being a poor reader as long as they are in school (Francis et al., 1995)

….unless we provide quality intervention!

The 3 Domain Model

Cognitive skills & knowledge about literacy

Cultural/social capital & funds of knowledge

Identity as a learner & as a reader

The Renfrewshire Literacy Checklist

codes!

Accurate reading – ✓ (not an error)

Substitution – $\frac{child}{text}$ (error)

Insertion – $\frac{child}{\ldots}$ (error)

Omission – $\frac{\ldots}{text}$ (error)

Repetitions – ✓ ✓ ✓ R (not an error) ✓ ✓ R₂

Appeal and Told – $\frac{\ldots}{text} \frac{A}{T}$ or $\frac{\ldots}{text} \frac{A}{Y}$ ✓ (error)

Self Correction – $\frac{child}{text} | SC$ (not an error)

scoring

MSV = Meaning, Structure, Visual

% Accuracy:
$\frac{\# \text{ of words} - \# \text{ of errors}}{\# \text{ of words}} \times 100$

Self Correction Rate:
$\frac{\# \text{ of errors} + \# \text{ of self corrections}}{\# \text{ of self corrections}}$

1: ___

accuracy

89% or lower – Hard

90% – 94% – Instructional

95% – 100% – Easy

Get the Text Level Right

Read to your class every day

University of Strathclyde Glasgow — **Renfrewshire Council**

THE RENFREWSHIRE PRIMARY LITERACY COACHING PROGRAMME

The change-model draws on the idea of a 'medical checklist'. It links three interconnected domains to prompt significant shifts in staff thinking and capture a learning ecology promoting attainment and equity.

- cultural/social capital & funds of knowledge;
- identity as a learner/as a reader;
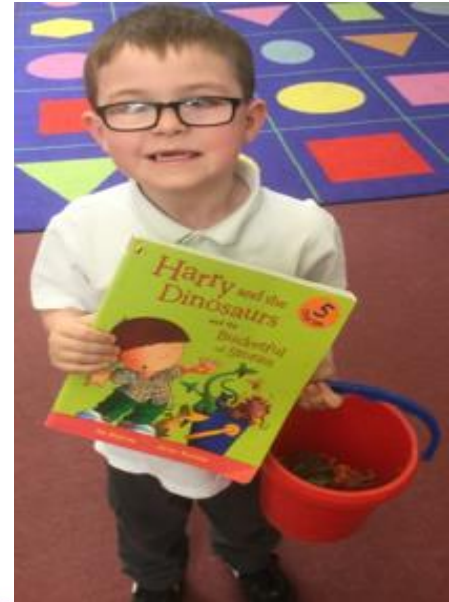- cognitive skills and knowledge about literacy.

THE LITERACY CHECKLIST

Attend to data from all three domains. Use it to design a fruitful 'learning mix' and be thoughtful about how to intervene. Use it for assessment meetings with other professionals.

Get the text level right. An instructional text for best progress should be 90-95% accurate with good comprehension on first reading. 'Easy reading' will be 96%+.

Let them work out words. Model how to work out words using a range of cues and strategies and coach children to do this rather than pre-learning the words before reading the book.

Hear reading before it goes home so you can teach, coach and check that the level is right.

Increase 'time on task'. Use 'independent-simultaneous reading' rather than 'round-robin reading'. Expect P1-3 to read several short books a week (one 'Instructional', two free-choice 'easy' texts).

Monitor and record progress. Use running records as a pedagogical tool to monitor the book level, the cues and strategies. Use it as a management tool to actively track progress.

Promote reading engagement. Increase the quantity, breadth, fluency and willingness to 'have a go' through low-stakes activities- using & promoting social networks around reading, regular free-choice opportunities and frequent 'easy-reads' (of library and scheme books).

Read to your class every day. Choose intellectually, emotionally and linguistically interesting texts that children couldn't access alone. Aim for an enjoyable, engaging experience.

Focus comprehension lessons on knowledge and interest, not just skills. Use 'reader response' to share and increase understanding of the social and physical world. Reading breeds knowledge so promote it in how your pupils think about, and talk about, books.

Demonstrate the point of being literate. Every day provide interesting, interactive tasks that demonstrate how literacy can be personally useful to pupils.

Teach for a 'growth mindset'. Teach children to 'have a go', to push themselves and that 'practice works'. Get them to notice and use new vocabulary, to say when they don't understand and share when they do. Help them to persist with challenging texts, to talk about them, re-read, ask others, clarify what puzzles them, explain what they like and make links to their own lives.

Attend to pupils social aspirations as readers/writers. Consider the image they want to project, their friendships, social networks, books and tasks. How are they positioned as learners and readers by classmates, the teacher, their families and themselves? Is it helpful?

Teach a language-rich, knowledge-rich curriculum. Knowledge breeds knowledge. Complex ideas prompt a need for complex language. Celebrate knowledge. It matters.

Promote reading engagement

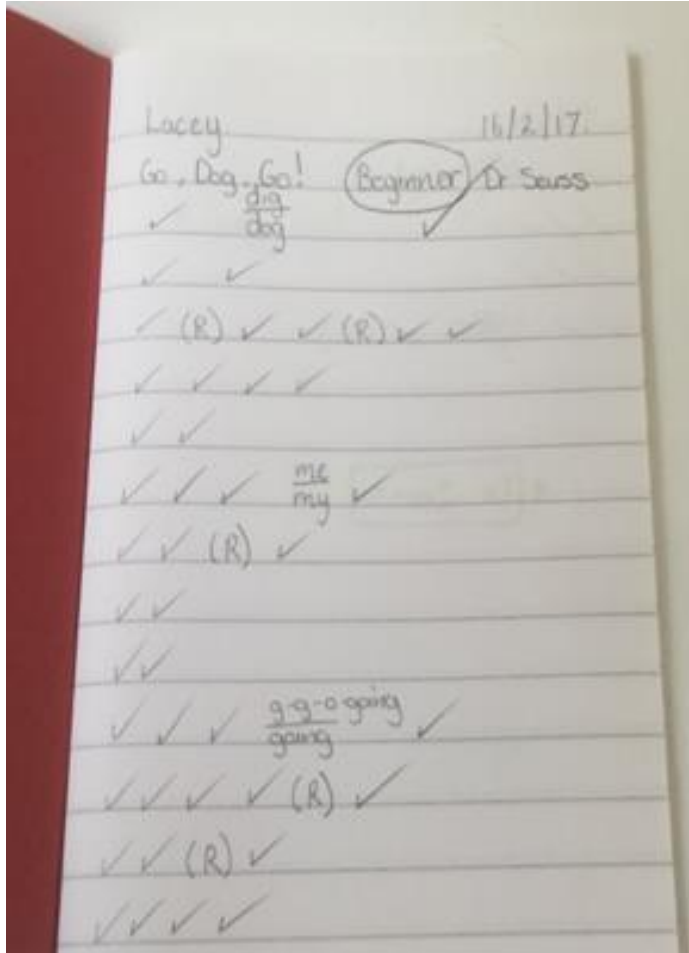**Focus comprehension lessons on knowledge & interest, not just skills**

The Renfrewshire Literacy Checklist

Get the Text Level Right

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- **Running records and miscue analysis** (P1-3)

- **'First Five'** (novels - P3 onwards)

- **Book banding** (P1-3)

The Renfrewshire Literacy Checklist
Get the Text Level Right

Running Record and Miscue Analysis

Name_____   Date_____

Recorder_____

Accuracy Rate _____%   Self-correct ratio: _____

Analysis of strategy use: _____

Notes (eg on comprehension, fluency, reading rate, awareness of punctuation, intonation)

_____

_____

Book Title:		Book Level/Scheme/Non-scheme book:			
Page	Running Record		M	S	V

This is a
CHALLENGE book

Top tips:
- Use the pictures to help you read tricky words
- Use your letter sounds to read new words

This is a
READ TO ME book

Top tips: Read whenever you like, wherever you are and with whomever you choose ....simply enjoy the book together!
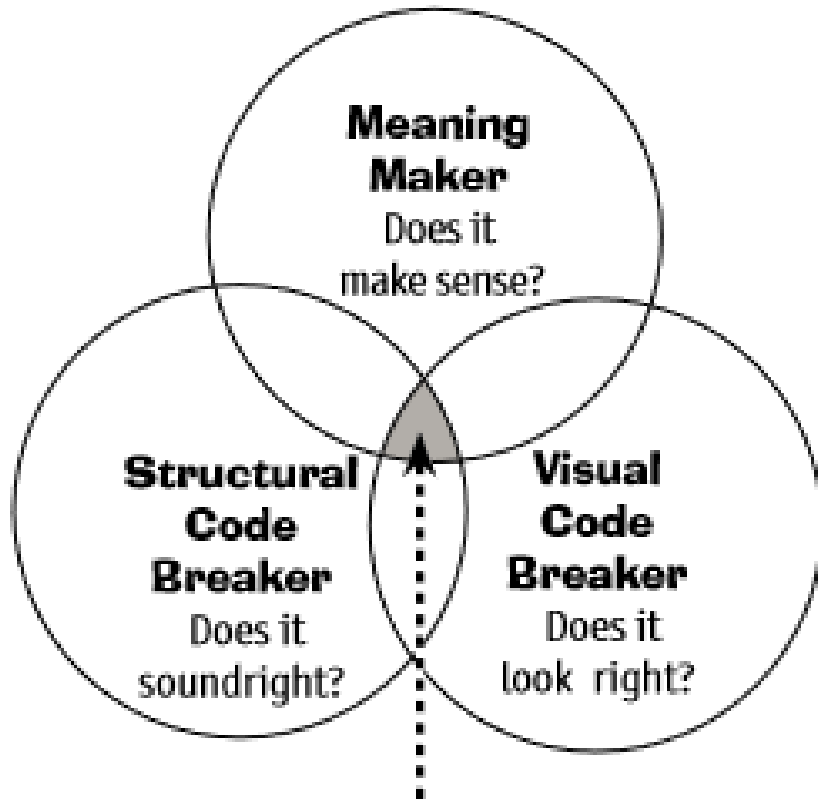

This is a
CHILL TIME book

Top tips: Enjoy reading this familiar book as often as you like until you know the story inside out!

Running Records:
The Three Cueing Systems

Meaning Maker
Does it make sense?

Structural Code Breaker
Does it soundright?

Visual Code Breaker
Does it look right?

M Meaning cues relate to a reader's ability to gather a book's basic message by making meaning of it at the text, content and word level. Readers who use meaning cues think and evaluate what they read.

S Readers who use structural cues are relying on their knowledge of the grammar and structure of the English language to make the text sound right. Using this knowledge, readers check whether or not the word or sentence sounds right.

V Visual information includes the way letters and words look. Readers use their knowledge of the visual features of words and letters and then connect these features to their knowledge of the way words and letters sound when spoken.
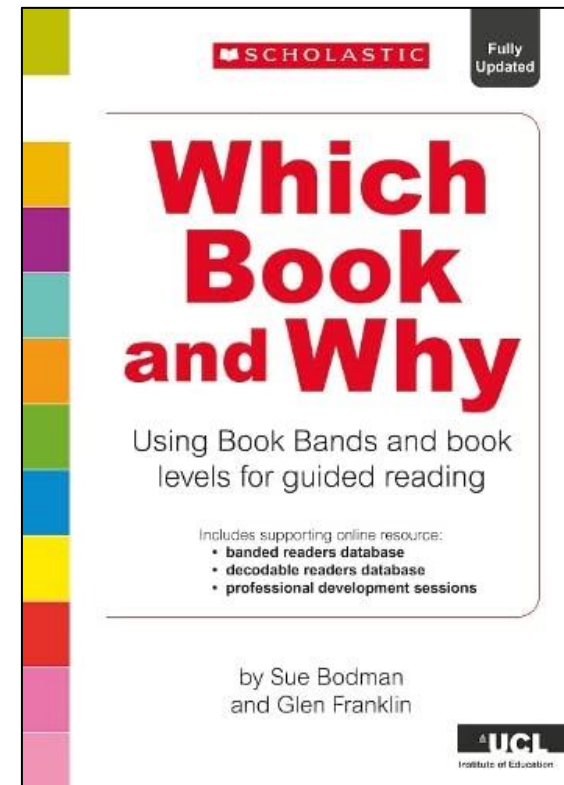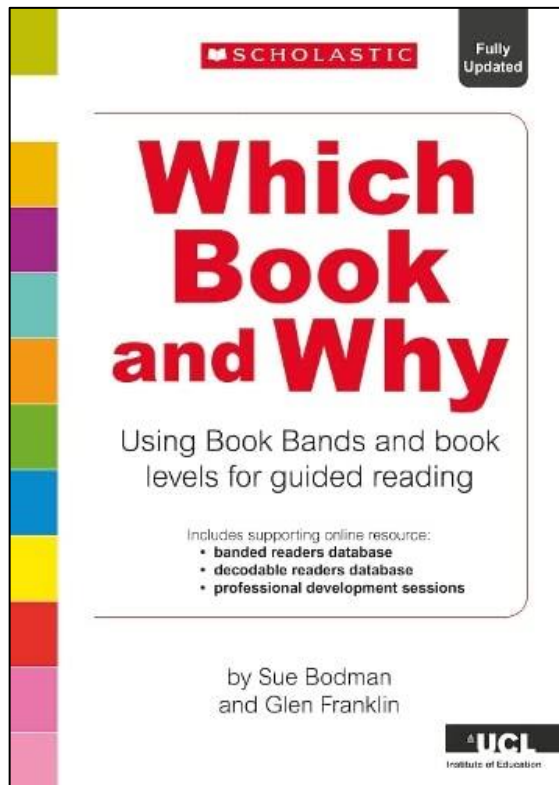
The Renfrewshire Literacy Checklist
The Book Bands and Text Characteristics

Ensuring clear progression in reading

White Band

Text Characteristics:

- Widening range of genre and writing style
- Story line or theme may be sustained over a longer period of time with chapters or sub-sections of text
- Sentence structures may be longer with more subordinate phrases or clauses
- Characters may be more fully developed
- More than one point of view expressed within the text
- Information or action may be implied rather than spelled out
- Texts may contain more metaphorical or technical language
- Non-fiction texts placed in a broader context and include more detailed information
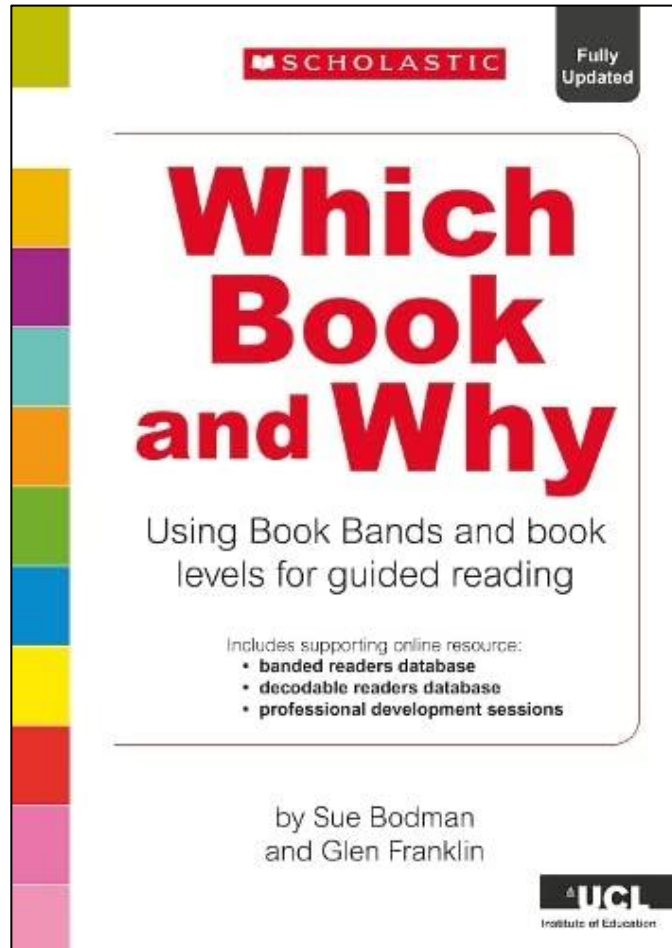
Book Banding Reading Schemes
Which Book and Why?

SCHOLASTIC

Fully Updated

Which Book and Why

Using Book Bands and book levels for guided reading

Includes supporting online resource:
• banded readers database
• decodable readers database
• professional development sessions

by Sue Bodman and Glen Franklin

UCL Institute of Education
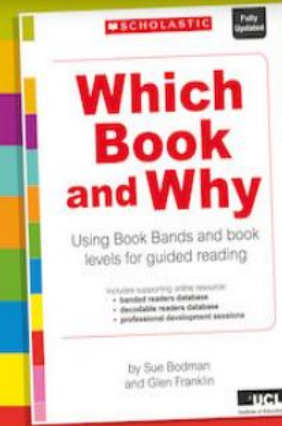
www.scholastic.co.uk/WBAW-resources

Access Key: WBAW2ED

Book Banding Reading Schemes
Which Book and Why?

Which Book and Why

Your guide to using Book Bands and book levels for guided reading

Which Book and Why
Using Book Bands and book levels for guided reading

by Sue Bodman and Glen Franklin

To access the online supporting resources for Which Book and Why please choose one of the options below.

Databases 🔍	Resources grouped by area	Index of all resources

Beyond Book Banding

Creating an Evidence-Based Literacy Curriculum

CHOOSING & USING QUALITY CHILDREN'S TEXTS

What we know works

Centre for Literacy in Primary Education

Research from the Power of Reading Project

CLPE
CENTRE FOR LITERACY
IN PRIMARY EDUCATION

Power of Reading
A **CLPE** RESOURCE

Poetryline
A **CLPE** RESOURCE

Power of Pictures
A **CLPE** RESOURCE

Corebooks
A **CLPE** RESOURCE

CHOOSING & USING CHILDREN'S TEXTS
WHAT WE KNOW WORKS

CLPE
CENTRE FOR LITERACY
IN PRIMARY EDUCATION

1. Build a collection of books from a wide and diverse range of authors, illustrators, genres and forms

2. Become familiar with the ways in which different books can be used to support a variety of reading experiences

3. Choose books and multimodal texts with high quality artwork and production values which complement, support or extend the text or story

4. Ensure there are texts that children can engage with in a variety of ways depending on their views, responses, maturity, tastes and choices

5. Select texts that present information in a variety of interesting ways

6. Allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives

7. Take risks with the books you read and introduce to children

8. Respect children's tastes and choices, ensuring that the texts you choose foster and increase their experience of literature as well as supporting current interests

9. Choose books that are worth revisiting, re-reading and provide the opportunity to respond in a variety of cross-curricular and creative ways

10. Select books that include rhyme, rhythm and pattern, encouraging children to play with language so that they see reading as a meaningful and fun process

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Creating an Evidence-Based Literacy Curriculum

READING FOR PLEASURE

What we know works

Centre for Literacy in Primary Education

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CLPE
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A CLPE RESOURCE

Poetryline
A CLPE RESOURCE

Power of Pictures
A CLPE RESOURCE

Corebooks
A CLPE RESOURCE

READING FOR PLEASURE WHAT WE KNOW WORKS

1. Developing an ethos and an environment that excites, enthuses, inspires and values

2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter

3. A read aloud programme

4. Teachers who are knowledgeable about children's literature

5. Creating a community of readers with opportunities to share responses and opinions

6. Planning for talking about books and stories, providing structures within which to do this

7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text

8. Using drama and role-play to help children to understand and access texts

9. Working with authors and author/illustrators to understand the process of creating books

10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

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CLPE
CENTRE FOR LITERACY IN PRIMARY EDUCATION

Accelerated Reader

Crafting an Effective Reading Curriculum

- Dive into Reading

- Skills-based approach to developing skills/comprehension

- Literacy circles

- Reciprocal reading
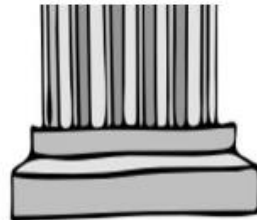
Underpinned by effected use of Accelerated Reader

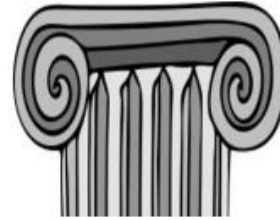# Effective Differentiation

Philosophy

- Regarding diversity as normal and valuable
- Seeing every learner's potential for academic success
- Accepting responsibility for maximizing each learner's progress
- Recognising and removing barriers that deny many learners equal access to excellence

Principles

- Creating environments that are catalysts for learning
- Building on a foundation of a quality curriculum
- Using assessment to inform learning and teaching
- Tailoring instruction to assessment-indicated student needs
- Leading and managing a flexible classroom
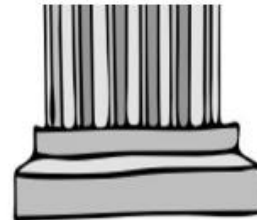
Practices

- Planning proactively to address readiness, interest and learning profile
- Basing instructional approaches on student needs and the nature of the content
- Teaching up
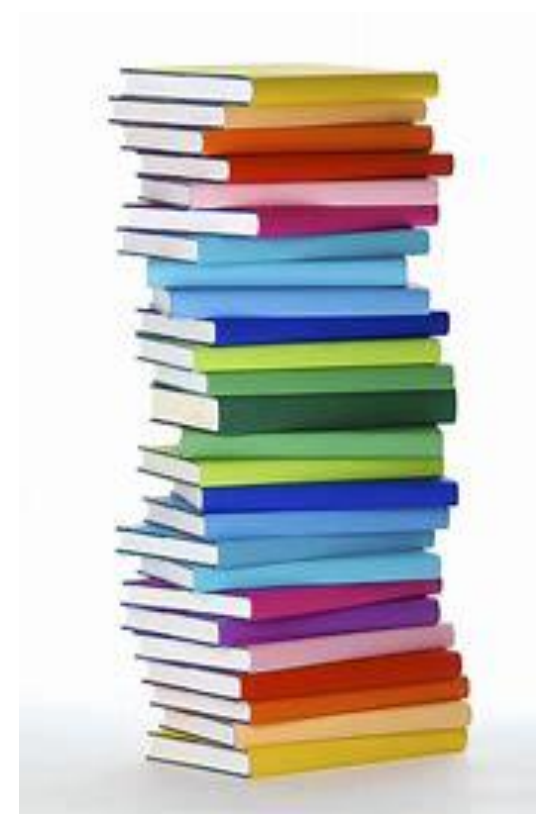- Assigning respectful tasks
- Using flexible grouping
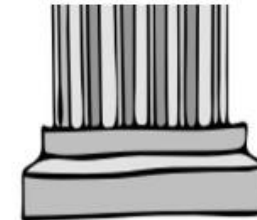
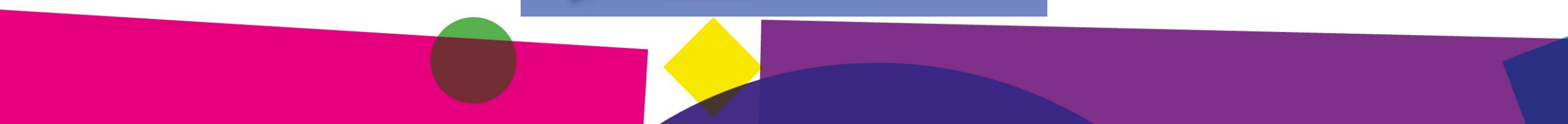# Considering New Resources

versus

A Good Read…

The Reader
Response Notebook

Teaching toward Agency, Autonomy, and Accountability

Ted Kesler
Foreword by Kathy G. Short

Any Questions?
Get in Touch!

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